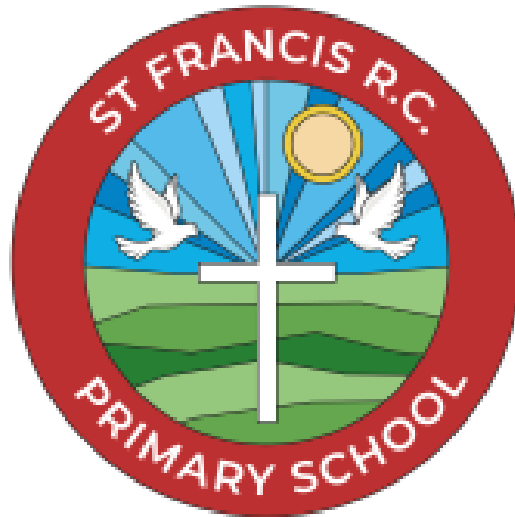


*We believe that with God, everything is in our reach.*

## **St Francis RC Primary School**



# **Accessibility Policy**

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Date	March 2025
Review Date	September 2027

## Introduction

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- to prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act the plan focuses on three 'key areas':

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

## Aims

At St Francis, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential by raising the aspirations of and expectations for all pupils. We are committed to providing equality for all pupils, their parents, staff and other users of the school. We hope to achieve these aims by:

- providing safe access throughout the school for all school users
- ensuring that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- providing training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

**We believe that we all have the right to be happy, to be safe and to learn. This policy supports our responsibility to make this happen.**

As stated above, St Francis RC Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- SEND information report

- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

### **Current good practice: Increasing the extent to which disabled pupils can participate in the school curriculum**

St Francis endeavours to support families who are new to the school when they start in Nursery or Reception. We support families in many different ways, from home visits to multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. Working with the Manchester LA SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school works closely with specialist services including:

- Manchester Sensory Team specialist teachers
- LA Speech and Language Therapists
- Bridgelea Outreach
- Educational Psychology Service
- GPs and paediatricians
- School Nurse Team
- Counselling – Mthrive, CAMHs
- Other advisory services

### **Reviewing and implementing the policy**

The Accessibility Plan is reviewed annually by the SENDCo and Head teacher. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan. At this time an audit will be completed and any next actions added.

To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's current action plan can be found in Appendix 1.

### **Dealing with complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made at the school office to speak to the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint. This information can also be found on our school website.

**For any further information please refer to the previously named policies linked to this document.**

Review date: September 2027

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Toilets	WC is fitted with an accessible door light and wide enough for all users. There is a slip resistant floor and lever style taps are provided to aid those with dexterity impairments.	Site supervisor to check and maintain regularly. Also ensure that fittings are distinguishable from background for those with visual impairments.	Site supervisor	Ongoing.
Access into school and reception to be fully compliant	Entrance areas are well illuminated and there is a suitable colour contrast between the flooring and the front for the reception window. Reception is accessible by wheel chair and the window is suitable for those in a seated position. Clear route through school for disabled people, allowing access to all areas.	An accessible entrance is available for wheel chair users and there is an office/meeting room available within this area of the school. Visitors/school users will be notified before arrival.	Headteacher SENDCo	Ongoing. Regular maintenance checks carried out
Emergency escape routes	The building is all on one level.	Exit routes to be checked regularly to ensure they are free from obstacles. Alarm systems checked regularly.	Site Supervisor	Ongoing – regular checks.
Maintain Safe Access around exterior of school	Movement along exterior pathways is not obstructed.	Ensure that pathways are kept clear. Ensure any grounds maintenance work is prioritised.	Site Supervisor	Ongoing
Training for teachers on adapting and differentiating the curriculum and effective communication with parents	Staff training ongoing and meetings with parents of SEND pupils arranged as required. Support plans reviewed with parents on a termly basis to ensure parents are fully informed. Increased access to the curriculum to ensure the needs of all learners are met.	Subject leaders to assess curriculum access for their subject area.  Advice from outside agencies to be implemented for individual children.	SENDCo Headteacher	Ongoing
Develop as an 'autism friendly' school	Reasonable Adjustments in the Classroom to ensure increased access to the curriculum.	Autism Education Trust Champion in school.  Staff CPD.	Headteacher/SLT SENDCo	Ongoing